

Learning, Behaviour and Engagement Training

A professional learning workshop for teachers and schools

Modules 1 – 3

NSW DEPARTMENT OF EDUCATION AND COMMUNITIES
and
THE UNIVERSITY OF NEWCASTLE

Today's Outcomes

- Develop a student's stress profile .
- Define “disruptive” and “challenging” behaviour
- Explore a range of de escalation strategies
- Understand the difference and relevance of school wide behaviour support.
- Make a behavioural or social adjustment for an individual.
- Understand the difference between universal, secondary and primary supports.

National Professional Standards for Teaching

The following standards are addressed:

3.1.2

Select explicit, challenging and achievable learning goals for all students.

3.5.2

Use effective verbal and non verbal communication strategies to support student understanding, participation, engagement and achievement.

4.3.2

Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing issues promptly, fairly and respectfully.

Every school has obligations to Every Student under legislation

INTERNATIONAL

UN convention on the rights of persons with disabilities (2008)



COMMONWEALTH

Disability Discrimination Act (1992)
Disability Standards for Education (2005)



NSW

Education Act (1990) Anti Discrimination Act (1977) Workplace Health & Safety Act (2011) Disability Services Act (1993)

What is our Responsibility under DSE?

- Staff have a **responsibility and duty** to ensure all students in their care can **access the curriculum** and are not discriminated against because of a disability.
- All **reasonable adjustments** must be made to allow students to access the curriculum throughout their school life.
- Students must be treated **“on the same basis”** as those without a disability.
- Staff are responsible for making and documenting adjustments unless there is evidence of **“unjustifiable hardship”**.

School Wide Best Practice

In terms of our school culture:

- What do we expect from our students, self, colleagues and the community?
- What systems have been established to frame and reinforce a positive culture?
- What systems support students with additional needs?
(*Referral, identification, priority, resources, etc*)
- What systems support staff (*welfare, code of conduct*)?

How is this information communicated,
reinforced and acknowledged?

Common Language

Activity 1

In groups discuss and define the following terms:

Behaviour Management

Disruptive behaviour

Inappropriate behaviour

Challenging behaviour

(feedback)

Factors Affecting Teaching and Learning

COMMUNITY FACTORS

- home factors
- socio-economic factors
- cultural, religious, ethnic factors
- media and political factors

SCHOOL FACTORS

- student factors
- curriculum and resource factors
- teacher factors
- physical setting factors

Exploring a model of individual and systems approach to behaviour support

Activity 2

Divide into groups

Use the handout

“Factors affecting Teaching and Learning”

Discuss and list how these factors may influence the support of students in your school

(feedback)

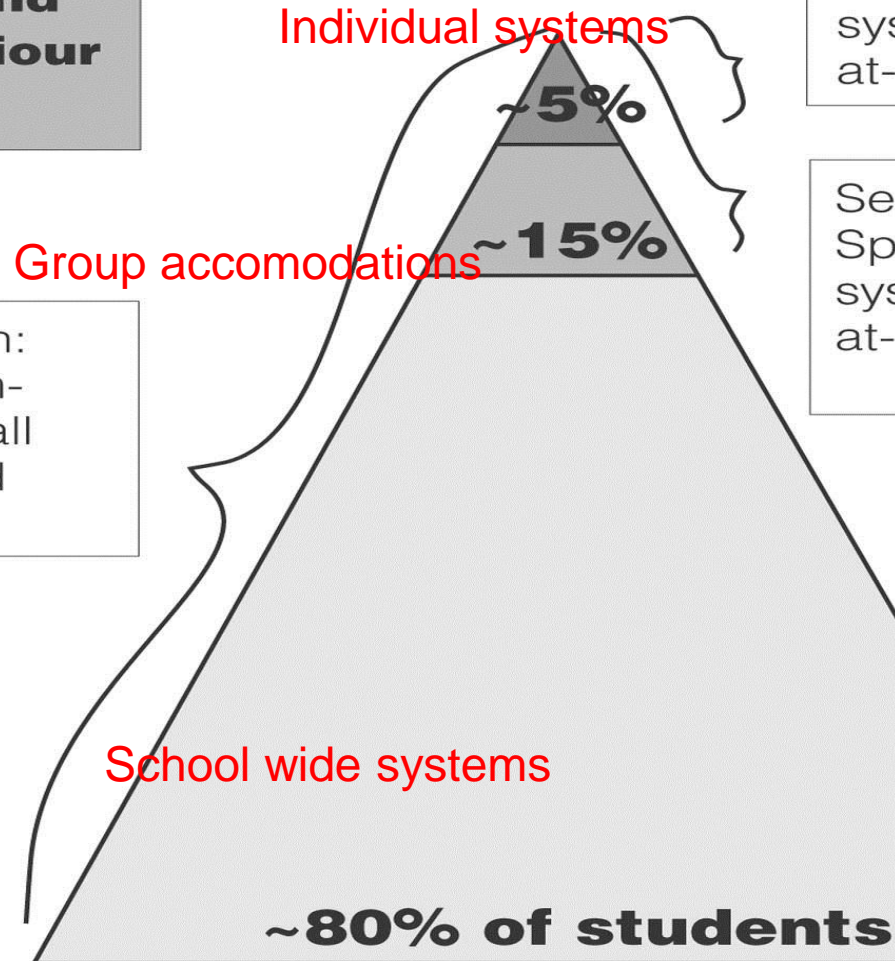
Positive Behaviour Support - PBL

- Ensuring prevention via school wide systems
- Exploring theory and evidenced based practice. What are the current trends in education?
- Determining long term strategies, monitoring and evaluating practices to ensure relevancy and appropriateness.
- Data based approaches, collected, analysed and reported?
- Using local expertise
- Supporting all students, common practices reflected in policies.

School Wide Behaviour Support

Continuum of school-wide instructional and positive behaviour support

Primary prevention:
School-/classroom-
wide systems for all
students, staff and
settings



Tertiary prevention:
Specialised
individualised
systems for students with
at-risk behaviour

Secondary prevention:
Specialised group
systems for students with
at-risk behaviour

Activity 3

School wide and individual systems of support.

List the universal, primary and secondary supports within your setting.

How could this level of support be improved?

(Feedback to group)

Behaviour Continuum



Developing a Continuum of Behaviour

Activity 4

How does the *Calm Stage* look, sound and feel?

Create a scenario by establishing a setting
(consider the learning environment, time of
day, ability or grade level, task, etc.)

- What are the students doing?
- What is the teacher doing?
- What preventative strategies are being implemented?
- What is the mood and feelings?

(feedback)

Developing a Continuum of Behaviour

Activity 5

How does the *Agitation Stage* look, sound and feel?

Continue to develop the scenario including successful strategies to minimise escalation. Discuss the role and impact of quality teaching practices.

- How did you notice the shift from *Calm* to *Agitation*?
- What triggered the student's agitation?
- How did you know the student was agitated?
- What was the teacher doing?
- How would you diffuse the situation?
- What was the impact on teaching and learning?

Primary and Secondary Behaviours

In your scenario consider the following:

- Primary behaviours: behaviours that first attract your attention e.g. swinging on a chair, calling out, teasing, being off task, using mobiles, etc.
- Secondary behaviours: behaviours in response to correction e.g. talking back to a teacher, deflecting blame, swearing, etc.

How do we manage these when behaviour is escalating?

Developing a Continuum of Behaviour

Activity 6

How does the *Acceleration Stage* look, sound and feel?

Discuss key points and continue to develop the scenario including strategies to restore calm.

- What's happening?
- What are the triggers?
- What is the teacher doing?
- What are the students doing?
- What is the impact on teaching and learning?

Developing a Continuum of Behaviour

Activity 7

How does the *Peak Stage* look, sound and feel?

Discuss key points and continue to develop the scenario including strategies to restore calm.

- What's happening?
- What are the triggers?
- How does the teacher / staff respond at this peak stage?
- How might the teacher and students feel?
- How can the situation be resolved?

Developing a Continuum of Behaviour

Activity 8

How does the *Recovery Stage* look, sound and feel?

Discuss key points and continue to develop the scenario.

What strategies will:

- Ensure the integrity of the student and teacher?
- Prevent reoccurrence of the behaviour?

Recovery

How do we recover from unsafe incidents and restore the relationships of people involved?

- Ensure all are “back in control”
- Allow debriefing (*not venting*)
- Organise a meeting, use restorative processes
- Follow the COPING model
- Develop a plan
- Monitor
- Evaluate
- Celebrate any achievements

School Wide Behaviour Support

Activity 9

Using the scenarios developed previously, discuss and record the types of support in place at your school at each level of School Wide Behaviour Support (SWBS).

(feedback)

Summary

What have we learnt today?

Any questions?

Where to from here?

Evaluation / Feedback

Thank You!

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